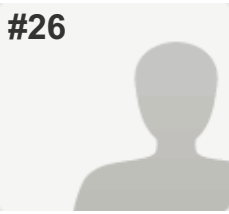


#26

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Thursday, April 07, 2016 3:58:50 PM**Last Modified:** Monday, June 13, 2016 3:59:31 PM**Time Spent:** Over a month**IP Address:** 67.43.18.201

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Q1: Name of School District:	Delwood Community School District
Q2: Name of Superintendent	Sue Goodall FY16 / Todd Hawley FY17
Q3: Person Completing this Report	Sue Goodall

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Q4: 1a. Local TLC Goal

Part 2 of Delwood's TLC application includes goals related to strengthening the mentoring program and allowing more time for collaboration. These could also be included in your end of year report.

Q5: 1b. To what extent has this goal been met?

(no label)

Fully Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Mentoring and Induction Program - We have worked with our AEA and four other districts to form a Consortium Mentoring and Induction Program for our beginning teachers. Since we are a small rural district, we have collaborated with other districts in our AEA to hire full-time mentors for our year 1 and year 2 teachers, to bring extra support to these beginning teachers on a weekly basis. We have a mentor assigned to our new teachers who have or will be trained by the New Teacher Center to work with beginning teachers and assist our teachers in meeting the expectations of the Iowa Teaching Standards. The mentor and the new teacher meet for approximately 90 minutes per week and act as a professional partner for our new teachers. This strengthens our Mentoring and Induction Program by offering 90 minutes per week of intensive support in a non-evaluative manner for our beginning teachers.

We have not had any new teachers leave our district in the last five years except for one teacher who left, do to a family move, but we do have an exit survey ready for any teachers that leave our district so we can know the reasons for the move and then plan accordingly.

Q7: 2a. Local TLC Goal

Part 2 of Delwood's TLC application includes goals related to strengthening the mentoring program and allowing more time for collaboration. These could also be included in your end of year report.

Q8: 2b. To what extent has this goal been met?

(no label)

Fully Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Collaboration - New teachers have multiple opportunities for collaboration in our district as a result of our TLC Program. They now have weekly mentoring sessions (90 minutes/week) with their AEA assigned mentor and they also have weekly PLC meetings for 45 minutes per week to discuss lesson planning, data, students achievement, etc. in a collaborative model with peers and the instructional coach. Through this collaboration, teachers are able to address individual issues and also grade level issues that might arise. Student data and formative achievement data are brought up weekly to address effective interventions and progress monitoring efforts to increase student achievement. Collaboration time for teachers has improved from 30 minutes every other week to 45 minutes per week in a structured, PLC format that addresses specific instructional practices.

Q10: 3a. Local TLC Goal

Respondent skipped this question

Q11: 3b. To what extent has this goal been met?

Respondent skipped this question

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q13: 4a. Local TLC Goal

Increased student achievement due to implementation of the TLC Program.

Q14: 4b. To what extent has this goal been met?

(no label)

Fully Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Self Assessments - Teachers were given self-assessments on their effectiveness of implementing intervention strategies each quarter. The instructional coach in the district worked with all teachers, implementing a coaching cycle with teachers to improve instructional practices. Teachers rated their own teaching effectiveness on a lickert scale of 1 (not effective) to 5 (highly effective).

1st Quarter - Average teacher score = 3.1
 2nd Quarter - Average teacher score = 3.4
 3rd Quarter - Average teacher score = 3.6
 4th Quarter - Average teacher score = 3.9

Teachers, having a better understanding of effective instructional practices through the work of the instructional coach, were able to rate themselves higher each quarter on delivering effective instruction to students, showing teachers confidence in their abilities to be constantly improving.

Achievement Data**FAST/IGDIs Fall Data Compared to Spring Data**

	Fall Comp./CBM Scores	Spring Comp./CBM Scores	Iowa Assessment
Preschool -	29% Proficient	72% Proficient	
Kindergarten -	76% Proficient	89% Proficient	
1st Grade -	87% Proficient	93% Proficient	
2nd Grade -	70% Proficient	85% Proficient	95% (Reading)
3rd Grade -	61% Proficient	83% Proficient	95% (Reading)
4th Grade -	62% Proficient	76% Proficient	90% (Reading)
5th Grade -	80% Proficient	85% Proficient	95% (Reading)
6th Grade -	92% Proficient	92% Proficient	100% (Reading)

Our assessment scores showed great growth and increased achievement by all grade levels in their reading proficiency scores whether it be from the FAST growth or the Iowa Assessment summative results, we believe the work the instructional coach did with teachers using the coaching cycle, improved our student achievement scores. Our math and science Iowa Assessment scores were even more impressive, with our 3rd through 5th grade collapsed data showing 97% proficiency in both math and science testing results for these grade levels. Our alternative assessment results using the NWEA Map tests also showed proficiencies of over 90% for all grade levels 3rd through 6th grade in reading, math and science results during our spring testing period.

Formative Assessment/Progress Monitoring Data:

Our teachers work individually with students after our fall FAST testing, to provide intensive interventions for any student who is not able to make grade level benchmarks. They progress monitor these students, providing daily interventions, until the winter testing period and continue interventions for any student not making the benchmark during the mid-year tests. Each classroom teacher is usually progress monitoring at least 3 or 4 students during the school year. Progress monitoring data is available on the FAST site and the building leadership team, including the instructional coach analyzes this data monthly to determine intervention effectiveness, and determining any changes needed in interventions being used. Our building uses teacher leaders to help make building/system decisions as to our effectiveness as a staff and determine next steps/changes needed.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Attendance Data - We will monitor our attendance data and develop plans for students who have chronic absences. We will increase our student engagement data - using Walk-Through data and student satisfaction surveys.

Q17: 5b. To what extent has this goal been met?

(no label)

Fully Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Our attendance data is above the state average, has improved this year, and we have two students that have worked with our guidance counselor in developing better attendance this school year. We have had one parent that has worked with us in developing an attendance improvement plan.

Our student engagement data is taken from the administrator walk-through data that is taken quarterly. Student engagement is observed in each classroom during the administrator's morning walk-through in all classrooms. Student engagement is given a score of 1-6, with 1 representing low student engagement and a 6 showing high student engagement that does not require a teacher's facilitation. Our student engagement data showed an improvement from a 3.5 score at the end of the first quarter of school to a 4.3 student engagement score during our last quarter of school. Teachers have made a conscious effort to increase student engagement and include more hands-on activities/projects and the efforts have resulted in improved data in this area.

Student surveys also showed students scored their own engagement in class as improving from the first quarter of school to the last quarter of school. The survey asked each student to rate their own engagement and the total scores showed an increase of 15% points from fall to spring when all scores were averaged.

Q19: 6a. Local TLC Goal

TLC Effectiveness was a final area that is addressed each year with quarterly Teacher Surveys given to teachers to address the effectiveness of our TLC Plan to address individual teacher's needs.

Q20: 6b. To what extent has this goal been met?

(no label)

Fully Met

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The Teacher Surveys were all very positive when it comes to the effectiveness of our TLC program. On a scale of 1-5, with 5 being the highest effectiveness, all teacher's scores were either a 4 or a 5 on the final survey of the school year. Comments from teachers included:

* My 6+1 Writing Traits instruction greatly improved with our instructional coach's help and going through the "Coaching Cycle".

* I am a much more reflective teacher since working with our instructional coach.

* I always have a clear focus in my teaching and look forward to sharing results.

* I gained many ideas from our instructional coach when it comes to classroom management ideas.

* Our instructional coach role has been a benefit to all staff and students!

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Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

We are looking to adjust a couple of our TLC roles, due to these roles not being effectively used during the 2015-2016 school year. Our instructional coach role is working very well and in our TLC meetings and discussions, we have worked at including 2 other roles that would be a benefit to students and staff. We have decided to work two teachers into our Building Leadership Team to work with our AEA consultant, our administrator and our instructional coach to help with analyzing data for teachers and students, work on determining effective instructional practices and interventions with our instructional coach and help determine the direction of our district in regards to student achievement and teacher effectiveness. We plan to have one day of extra duty, that is spread out monthly throughout the school year, to work with the Building Leadership Team.

Our Mentoring and Induction Program needs will be addressed by our AEA 9 Mentoring and Induction Program, in which a full-time mentor comes into our building weekly, to meet with our new teachers for 90 minutes per week on new teacher needs. These mentors will be trained by the New Teacher Center and will be able to bring a level of collaboration and mentoring for our new teachers that we are not able to match at our local level. We're very excited about this huge improvement in our Mentoring and Induction Program!

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

On our teacher surveys we had many examples of what is able to happen in classrooms that shows the level of effectiveness of our TLC Program, based on teacher's thoughts:

- * I am much more of a reflective teacher since I have been meeting with the instructional coach on a scheduled basis. I am focused and know what I need to accomplish!
- * The Coaching Cycle that I work on with the Instructional Coach makes me a better planned, more effective teacher. I make changes based on data and can see student achievement increase due to these small changes in my instructional practices.
- I am much better at teaching writing, as I better understand the 6+1 Writing Traits due to the work my Instructional Coach did with me this year.

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.
